

Vancouver 2010 Olympic Winter Games



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vancouver 2010



Challenges and Opportunities for ODL in Lifelong
Learning in a Global Financial and Economic Crisis
金融危机背景下远程开放教育面临的挑战、机遇及对策

✓ 中文版

✓ English



International Forum on Open and Distance Education

国际远程开放教育论坛

2009 BEIJING

中国 北京 2009年10月16-17日
16-17 October, 2009 Beijing, China
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主办单位:



中央广播电视大学
China Central Radio & TV University

全国高等学校现代远程教育协作组
China Distance Education Society

Congratulations!



中央广播电视大学

THE OPEN UNIVERSITY OF CHINA

~~The University of the Air~~



The Open University

Open to people



The Open University



The Open University



The Open University



The Open University

Open to places



The Open University



The Open University



The Open University



The Open University

Open to methods



The Open University



The Open University

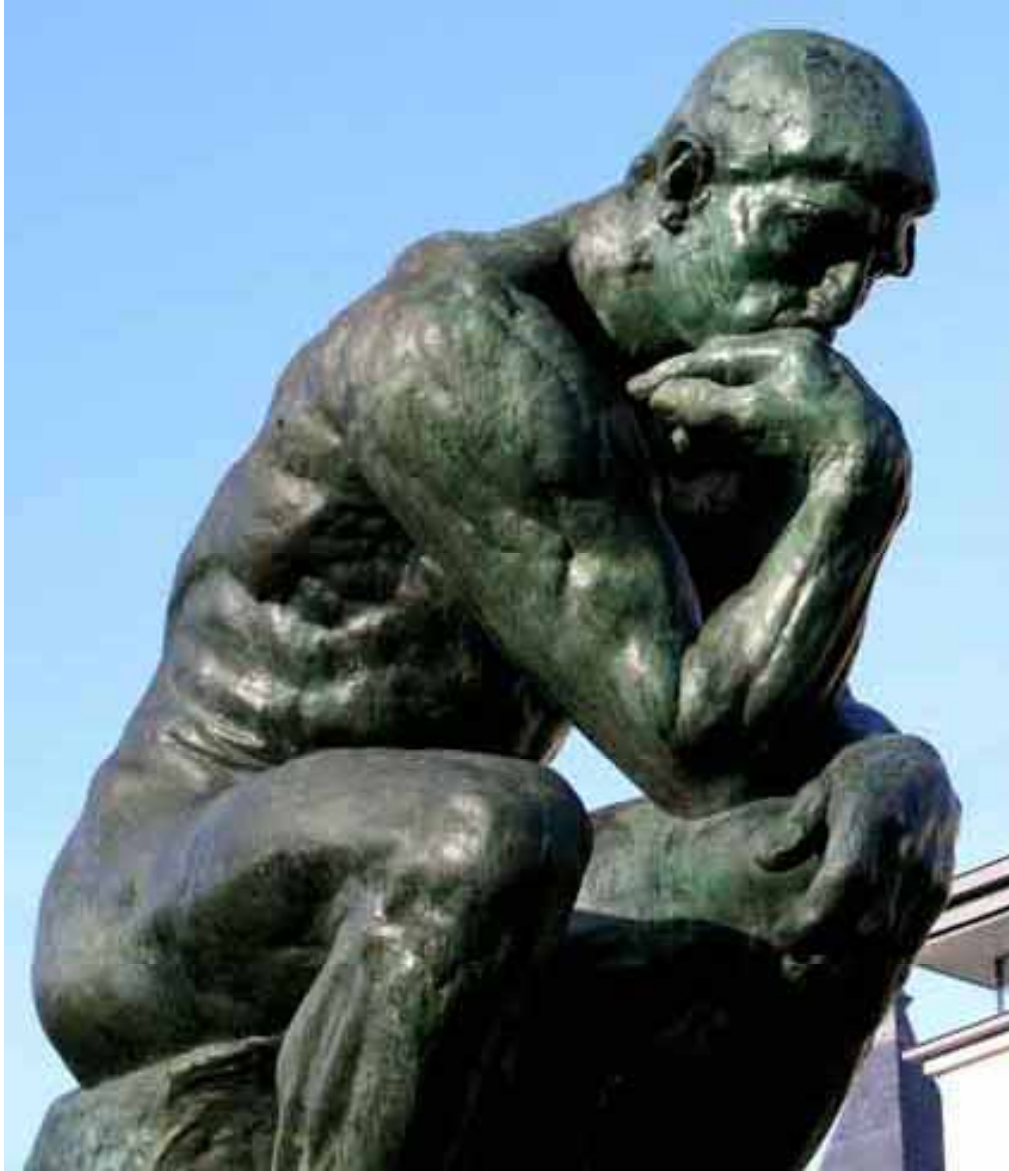


The Open University



The Open University

Open to ideas



The Open University



The Open University



The Open University



The Open University

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Institutional Efficiency: New missions, values, strategies and policies



Frances Ferreira



John Daniel

Mega-Schools and Technology

Key points:

- Expand secondary

Key points:

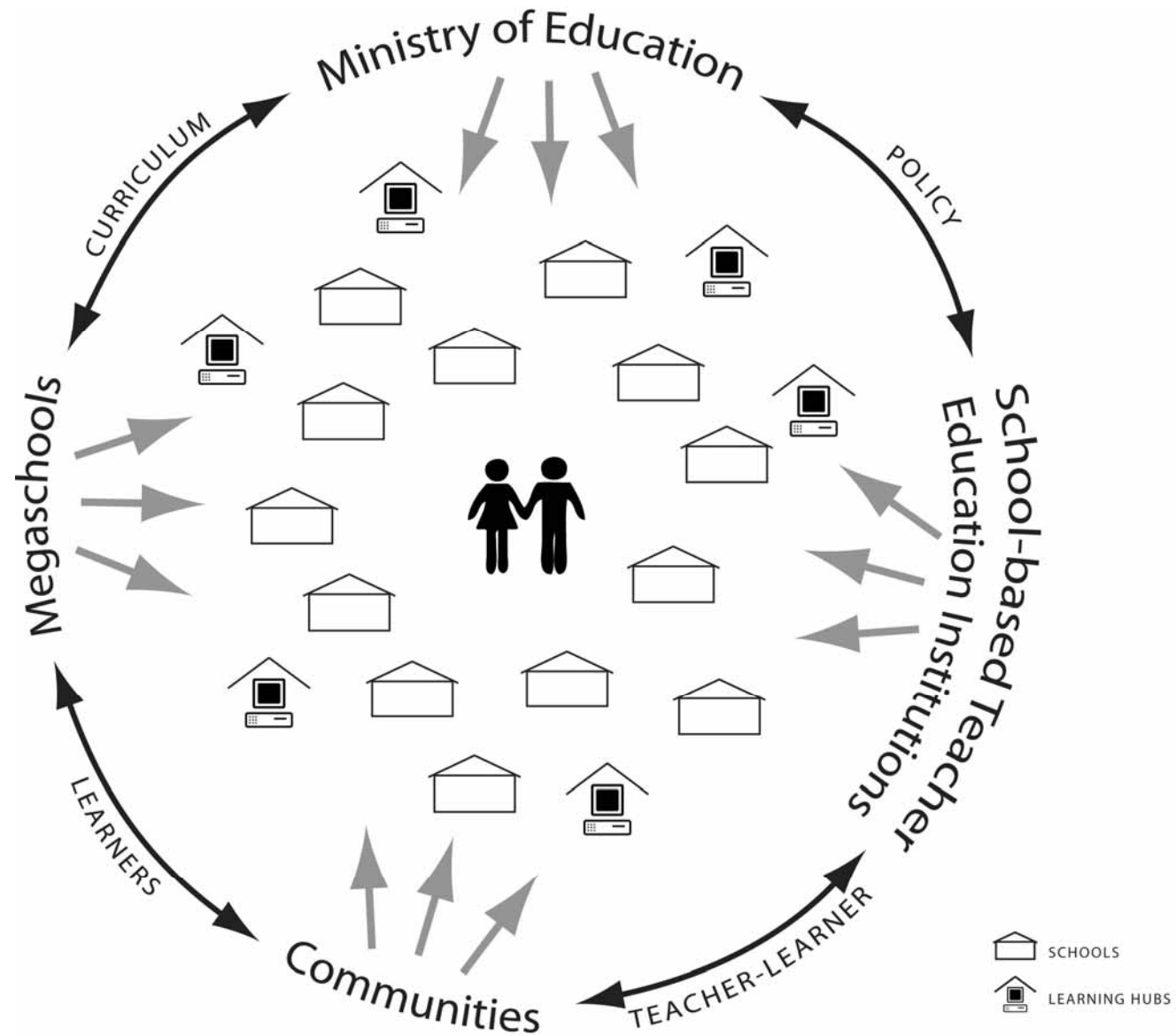
- Expand secondary
- Secondary is inefficient

Key points:

- Expand secondary
- Secondary is inefficient
- Expand Open Schooling

Key points:

- Expand secondary
- Secondary is inefficient
- Expand Open Schooling
- Educational ecosystem



21st Century Educational Ecosystem

Universal Primary Education



1999 to 2006: 40 million more children

Surging to Secondary



200 to 400 million youth

Surging to Secondary



200 to 400 million youth

Conventional schools cannot cope!

ADD:

- Private schooling for the poor
- Applications of ICTs
- OPEN SCHOOLING

Develop and expand

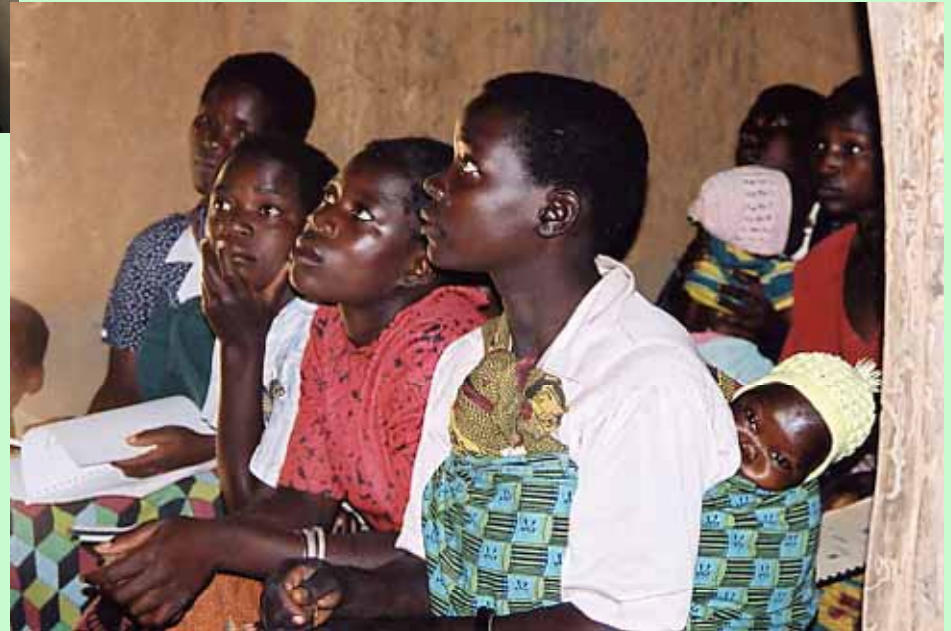
OPEN SCHOOLING

and

INTEGRATE IT

with other approaches

Blur the unhelpful distinction



Between formal and non-formal education

Build a bridge between knowledge acquisition



and skills development

Reduce inequalities



OPEN SCHOOLING

Is less expensive than

CONVENTIONAL SCHOOLING
in most countries

and the difference in cost

IS INCREASING!



Professor
Keith Lewin

If the unit cost of
SECONDARY
is more than double
PRIMARY

A country will **NEVER** achieve

**UNIVERSAL SECONDARY
EDUCATION**

JOHN S. DANIEL

open &
flexible
learning
series



MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS

ACHIEVING EDUCATION FOR ALL

ROUTLEDGE



Can ICTs help?

- One Laptop Per Child (USA)
- Hole In The Wall (India)
- NEPAD eSchools (Africa)

but they need to be

EMBEDDED IN A FRAMEWORK

To develop learning systems that:

- operate at scale
- low cost
- consistent quality
- meet diverse needs

ODL at scale

3 sub-systems:

- Administration/logistics
- Course Development
- Student Support

'essential reading for all involved in higher education'
TIMES HIGHER EDUCATION SUPPLEMENT

Mega-Universities & Knowledge Media

Technology Strategies
for Higher Education

John S Daniel

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100,000 students

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10,000 pupils

MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS

ACHIEVING EDUCATION FOR ALL

ROUTLEDGE

Learning
made easy



NIOS

Under MHRD, New Delhi

AVI-840005

**National Institute for Open Schooling –
India**

400,000 new pupils annually



Namibian College of Open Learning

28,000 pupils

=

40% of secondary



OPEN SCHOOLS

Similar ODL methods:

- Administration/logistics
- Course Development
- Student Support

Different educational purposes



OPEN SCHOOLING



3 types of Open Schools

- Complementary
- Alternative
- Integrative

Complementary

Same curriculum and exams as
conventional schools

Examples:

France, Botswana, Indonesia, Mexico, Namibia



Complementary

Needs:

- Better integration with rest of system
- More autonomy in governance
- Higher performance

Alternative

Different (usually more vocational) curriculum and sets its own exams, older pupils

Examples:



India, Papua New Guinea



Alternative

Programmes that focus on life skills and work-related subjects are attractive to students and parents

Integrative

Placed at the heart of the
educational system to
strengthen it

Model for the future

How to improve quality? (UNESCO)

- good learning materials
- focus on the curriculum
- regular, reliable assessment of learning
- pedagogical materials for teachers
- relevant content
- teach reading and writing
- structured teaching
- independent learning
- appropriate language of instruction
- larger classes with better inputs

How to improve quality? (UNESCO)

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Collaborative Development of Learning Materials

- Digital formats:
move, adapt, convert
- Open Educational Resources
OERs

Collaborative Development of Learning Materials

COL & Hewlett Foundation



20 sets of self-instructional materials in the secondary curriculum (each is a complete syllabus for one grade 10 or 12 subject)

Collaborative Development of Learning Materials

COL & Hewlett Foundation



100 trained and experienced master teachers
(instructional design, eLearning)

OPEN SCHOOLS

and the integration of ICTs

into the whole school system

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MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS

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EMBEDDED IN A FRAMEWORK

OPEN SCHOOLS

and the integration of ICTs
into the whole school system through:

- production of Open Educational Resources
- general IT expertise
- assessment materials (question banks)

CONCLUSION

We are seeing the beginnings of a process that will lead to much closer integration between open schooling and conventional schooling

'essential reading for all involved in higher education'
TIMES HIGHER EDUCATION SUPPLEMENT

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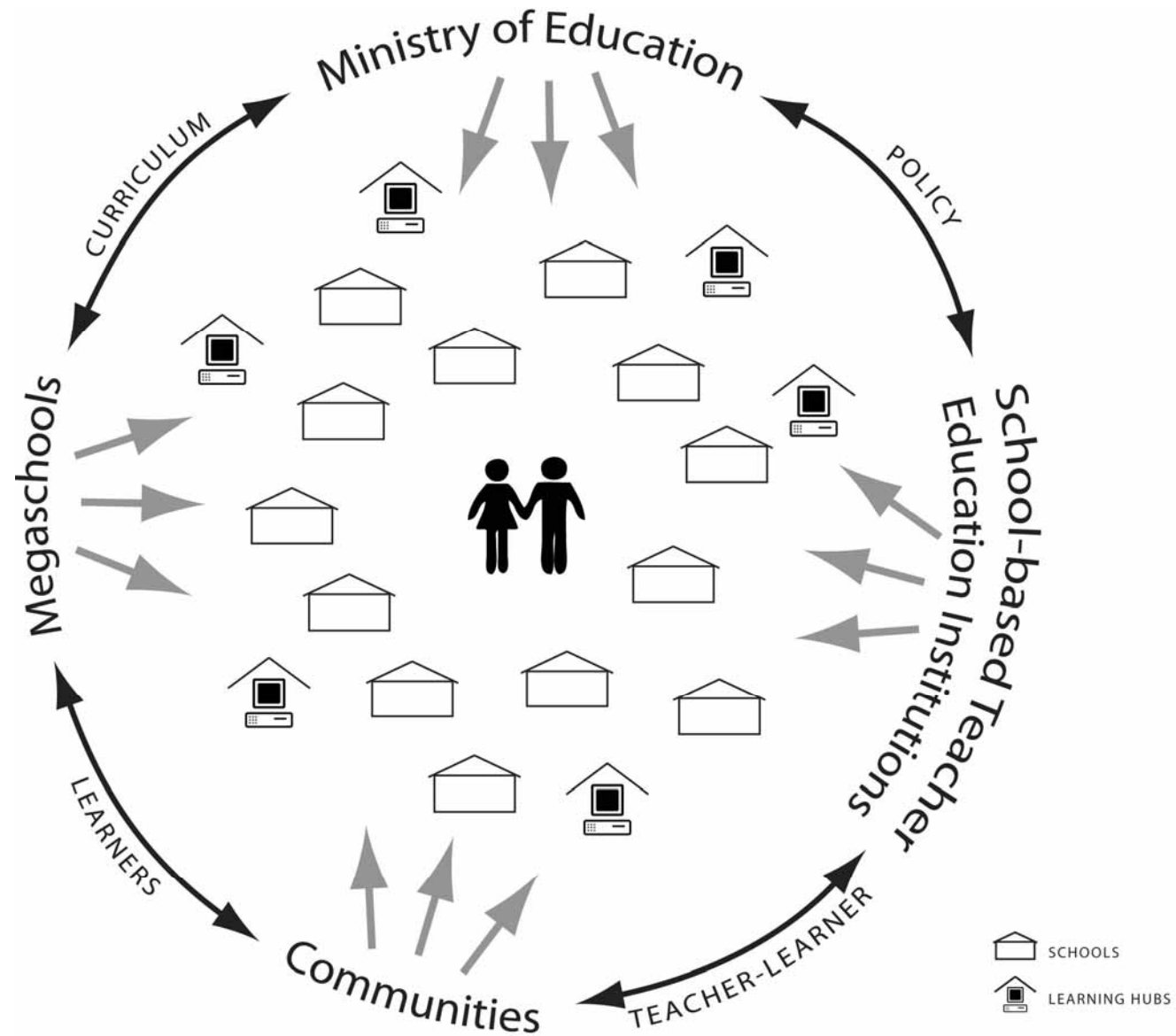
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21st Century Educational Ecosystem



Frances Ferreira



John Daniel

THANK YOU